

Kyrene del Pueblo Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

360 S. Twelve Oaks Blvd., Chandler, AZ 85226

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Not Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Gail Rich
Schedule : 7:30 AM to 4:00 PM
Grades : 6-8
2003 Enrollment : 1077
Web Address : www.kyrene.org
Phone Number : (480) 783-2400
Fax Number : (480) 961-4152
E-mail : grich@kyrene.org

Mission

The primary focus of the school is to provide opportunities for students to learn and to facilitate the acquisition of skills and knowledge necessary to function successfully in our complex world. We are committed to preparing responsible citizens.

School / Academic Goals

ü Increase students achievement in math as measured by district assessments.

ü Increase students achievement in language arts and reading as measured by district assessments.

Instructional Programs

ü Honors Classes
ü On-site Special Education
ü Two Regional Special Education Programs
ü SEI

Enrollment

October 1, 2002 School Year Student Enrollment : 1099
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 49

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Appropriate Social Conduct
- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü Student/Staff/Volunteer Recognition

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	61.00
Other Professional Staff	2.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	5	2	1	0
7 to 9 years	2	4	1	0
10 or more years	9	25	2	0

Shared Responsibilities

School

The staff is committed to a collaborative partnership with parents to achieve excellence in education in a safe and supportive environment. Teachers provide timely communication regarding student progress with parents.

Parents

Parents are encouraged to attend school functions to support their child's learning; communicate frequently with their child's teachers; monitor their child's progress; volunteer their expertise; and serve on school and district committees.

Resources Available at School Site

Special Facilities

- Ü Classrooms with Internet Access
- Ü Media Center for TV Broadcasting

Extracurricular Activities

- Ü Student Council
- Ü Interscholastic & Intramural Sports
- Ü National Junior Honor Society
- Ü Jazz Band & Show Choir

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Parenting Assistance

Transportation Policy

Students who live one mile or farther from the school are provided with free transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Math achievement on the Stanford 9 exceeds state and national averages. Model community service program, Adopt-a-Shore, is in place.
- ü Internet access is possible from every classroom work station and from four 32-station laboratories.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Central AZ Science and Engineering Fair Winners	2003
ü District Spelling Bee Champion	2002
ü Central AZ Science and Engineering Fair Grand Prize	2001
ü Future City Competition	2000

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	10	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			76
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	90	87
Grades 6-7	76	74
Grades 7-8	70	71

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	337	2099	71167	95	97	99	484	484	463	24	22	38	39	42	41	24	23	14	13	13	7
All Students (Prior Year)	354	2172	66213	NA	NA	NA	486	483	459	17	21	39	51	46	40	18	19	14	13	14	7
Female	169	1038	34825	98	96	99	484	483	462	24	22	38	40	43	42	24	22	14	13	12	6
Male	168	1059	36047	92	97	99	484	485	464	25	22	38	38	40	39	25	23	15	13	14	8
African American	13	123	3225	100	93	95	470	451	441	31	49	57	46	39	34	15	9	6	8	3	2
Hispanic	41	247	23643	82	89	97	461	459	445	38	38	53	38	46	37	19	12	8	5	4	2
Asian/Pacific Islander	27	137	1503	96	101	100	521	520	493	8	6	18	12	28	40	40	33	23	40	33	19
American Indian/Alaskan Native	NC	29	5161	NC	88	103	NC	450	435	NC	44	63	NC	44	30	NC	11	5	NC	0	2
White	248	1550	35245	96	97	95	485	488	476	24	18	26	41	43	45	24	25	19	11	14	10
Students with Disabilities	19	175	8095	63	89	104	414	424	426	90	70	69	10	26	25	0	3	5	0	1	1
Students without Disabilities	318	1924	63072	98	98	99	486	487	464	22	20	37	39	43	41	25	24	15	13	14	7
Limited English Proficient Students	NC	25	10317	NC	83	111	NC	NA	426	NC	NA	72	NC	NA	25	NC	NA	2	NC	NA	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	NC	17057				--	NC	440	--	NC	58	--	NC	34	--	NC	6	--	NC	2
Non-Economically Disadvantaged	337	2092	54110				484	484	468	24	22	33	39	42	43	24	23	16	13	13	8

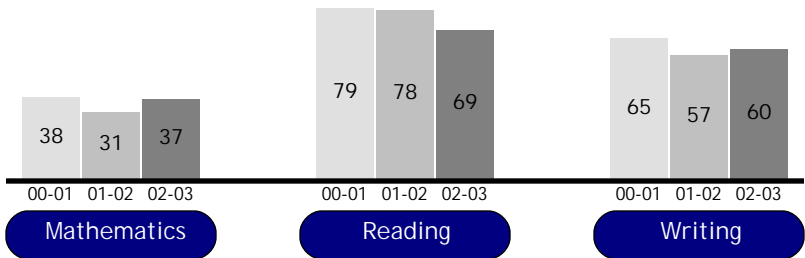
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	342	2114	71100	96	97	99	518	523	502	12	12	25	19	14	21	45	46	40	24	28	15
All Students (Prior Year)	355	2179	66144	NA	NA	NA	524	526	504	9	10	24	13	13	20	53	49	40	25	28	16
Female	169	1042	34801	98	97	99	521	525	505	11	10	21	19	14	22	42	48	42	28	29	15
Male	172	1069	36010	94	98	99	516	520	499	13	14	28	19	15	20	48	45	38	20	27	14
African American	11	121	3219	85	92	95	502	503	486	27	26	38	9	22	24	45	37	31	18	16	7
Hispanic	39	249	23630	78	89	96	510	506	485	17	20	37	8	16	25	58	52	32	17	12	6
Asian/Pacific Islander	26	136	1509	93	101	100	545	546	522	0	3	12	13	10	14	38	38	46	50	49	28
American Indian/Alaskan Native	NC	31	5144	NC	94	102	NC	498	478	NC	30	46	NC	19	24	NC	37	25	NC	15	5
White	257	1564	35198	100	98	95	518	526	515	12	10	15	21	14	18	44	47	47	23	30	21
Students with Disabilities	19	180	8121	63	91	105	450	473	470	90	56	55	10	23	20	0	18	21	0	3	4
Students without Disabilities	323	1934	62979	99	98	99	520	525	503	10	9	23	19	14	21	46	48	41	25	29	15
Limited English Proficient Students	NC	28	10304	NC	93	110	NC	456	462	NC	100	63	NC	0	23	NC	0	13	NC	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	NC	17040				--	NC	483	--	NC	40	--	NC	25	--	NC	29	--	NC	6
Non-Economically Disadvantaged	342	2106	54060				518	523	507	12	12	20	19	14	20	45	46	43	24	28	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	333	2067	69001	94	95	96	503	508	490	10	8	17	30	27	37	58	63	45	2	2	1
All Students (Prior Year)	352	2122	63579	NA	NA	NA	507	509	493	7	7	15	36	34	42	54	55	41	3	4	2
Female	168	1024	34086	97	95	97	512	515	496	6	4	13	23	24	36	68	70	51	3	3	1
Male	164	1040	34644	90	95	95	495	500	484	13	12	22	38	31	39	48	56	38	1	1	0
African American	13	122	3115	100	92	92	494	491	478	15	16	25	46	41	44	38	42	31	0	0	0
Hispanic	40	240	22656	80	86	92	490	491	476	20	15	27	37	43	43	43	42	30	0	0	0
Asian/Pacific Islander	24	131	1472	86	97	98	524	529	507	0	2	8	23	17	30	59	73	60	18	9	2
American Indian/Alaskan Native	NC	30	4940	NC	91	98	NC	479	469	NC	33	34	NC	30	43	NC	37	23	NC	0	0
White	246	1532	34501	95	96	93	505	511	500	8	6	10	29	25	34	62	67	55	1	2	1
Students with Disabilities	19	167	7386	63	85	95	441	456	459	67	50	46	33	34	37	0	16	17	0	0	0
Students without Disabilities	314	1900	61615	96	96	97	505	511	491	8	6	16	30	27	37	60	65	45	2	2	1
Limited English Proficient Students	NC	22	9662	NC	73	104	NC	440	454	NC	100	51	NC	0	40	NC	0	9	NC	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	NC	16383				--	NC	472	--	NC	30	--	NC	43	--	NC	26	--	NC	0
Non-Economically Disadvantaged	333	2060	52618				503	508	494	10	8	14	30	27	36	58	63	49	2	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	91	70	73	54	94	68	68	49	97	75	74	53
	Language	93	65	64	46	94	62	61	42	99	72	65	45
	Mathematics	94	82	82	61	95	80	80	58	97	87	84	62
7	Reading	92	74	73	53	98	66	67	48	97	72	73	51
	Language	94	81	77	55	98	71	72	51	97	80	76	54
	Mathematics	95	74	76	57	98	74	75	54	97	78	78	58
8	Reading	89	74	74	55	98	64	63	49	95	68	71	53
	Language	92	73	72	50	98	68	66	46	97	67	69	49
	Mathematics	91	73	75	57	99	71	69	54	97	74	75	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school is organized into small academic teams of teachers and students. A Chandler police officer works on campus five days a week and our health technician is always present. Evacuation and lock-down drills are conducted regularly.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Gail Rich	(480) 783-2400
Transportation Policy	Stan Peterson	(480) 783-4200
Community Resources	Christie Hartman	(480) 783-4053
School Nutrition Programs	Debbie Hill	(480) 783-2496
Parent Organization	Cyndi Heimerich	(480) 783-2481
Student Health/Nurse	Martha Foland	(480) 783-2484

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards